

Appendix 2

DCPS: Health Education Activities

I. Current Health and Physical Education Curriculum and Activities

Relevance of Work to Declaration of Education (i.e. link goals to mission of office)

A. The Health and Physical Education program is an integral part of the total education process. Health and Physical Education programs, when effectively implemented and coordinated, provide a framework in which the student can develop, through movement, physically, mentally, socially, and emotionally.

B. As we strive to restructure our Pre-Kindergarten-12 grade programs, our challenge for our schools is to think about students' need for healthy and active living in the broadest sense. We must also, identify and commit to a variety of ways to meet those needs effectively.

C. The health and physical education program is essential to the education of every child. Regular participation in physical activity is a primary factor in promotion of health and prevention of disease. Self-esteem and social responsibility are keys to preventing a number of social problems, including crime.

D. The health and physical education program is structured; it is not free play or recess. In its wholeness, physical education builds a foundation for appropriate instruction practices to promote and facilitate the attainment of movement skills, physical fitness, and the development and improvement of physical activity that can be maintained thought-out life.

Health and physical education (HPE) curriculum in DCPS (from Pre-K to 12th grade).

- HPE classes meet one day a week for each grade level in elementary schools.
- HPE classes meet everyday for one advisory (9 weeks) in the middle schools.
- HPE classes meet everyday for one semester (18 weeks) in the junior high schools.
- HPE is taught as a requirement in high school and one Carnegie unit is given in the 10th Grade.
- Elective Courses in Health Education (10th-12th grade) are
 - Human Sexuality and Reproduction
 - Health Problems of Urban Society
 - Exploring Careers Related to Health and Physical Education
 - Substance Abuse Awareness

The health curriculum focuses on the following ten major areas of health;

- Mental and Emotional Health
- Family and Social Health

- Growth and Development
- Nutrition
- Personal Health and Physical Activity
- Alcohol, Tobacco, and Other Drugs
- Communicable and Chronic Disease
- Consumer and Community Health
- Environmental Health
- Injury Prevention and Safety

New textbooks were adopted for the school year 2004-2005. (Pre-K to 12th grade).

- Harcourt: *Health and Fitness* (Pre-K)
- Meits Heit: *Totally Awesome Health* (K-8th grade)
- Meits Heit: *Health and Wellness* (9th grade-12th grade)

Collaboration with other organizations

DCPS has consulted with various agencies to adopt supporting publications in the following areas of health education;

Nutrition:

- Center for Disease Control: *Team Nutrition* (K-8 grade). Organizations: Houston Associates, Children's Hospital, Food Stamp, Education Nutrition Program
- USDA: *Little D's Nutrition Expedition* (2nd grade); *Adriana's Nutrition Expedition* (4th grade). Organization: United States Dairy Association

Alcohol, Tobacco, and Other Drugs:

- Curriculum: *Towards No Drug Abuse*. Organization: U.S. Department of Health and Human Services, Substance Abuse and Mental Health Services Administration, Center for Substance Abuse Prevention

HIV/AIDS:

- Center for Disease Control: *Be Proud, Be Responsible* and *Making Proud Choices and Making A Difference*. Collaborative partners: Office of HIV/AIDS, Howard University

II. Future activities and strategies

- The DCPS Office of Academic Services will incorporate health education standards as part of the Superintendent's mandate for education reform. State standards are scheduled for formal adoption for SY 2007- 08. The standards will guide instruction and assessment; they will drive professional development.

- In the interim, as indicated above, DCPS has used national standards and recognized “best practices” as the basis for textbook adoption in SY 2004 - 05 and for identifying supplemental materials for use in the classroom. The curriculum currently in place uses the following textbooks as guides in delivering health education: *Totally Awesome Health* for grades K-8 and *Health and Wellness* (Macmillan-McGraw Hill-Glencoe) for grades 9 and 10.
- Section 204 of federal Public Law (PL) 108-265, Child Nutrition and WIC Reauthorization Act of 2004 mandates that not later than the first day of the school year beginning after June 30, 2006, each Local Education Agency (LEA) participating in the program authorized by the National School Lunch Act (NSLA) or Child Nutrition Act shall establish a local school wellness policy. DCPS will work with collaborating agencies to comply with the mandate to develop a district level wellness policy that addresses physical activity and nutrition for SY 2006-07.
- DCPS is also developing a ***supplemental curriculum*** in HIV/AIDS/Teen Pregnancy prevention to be used in SY 2006-07 and later integrated into the health standards to be adopted by SY 2007-08. Members of the DCPS Coordinated School Health Working Group (CSHWG) have met with national organizations to investigate model policies supporting a standards-based supplemental curriculum for HIV/AIDS/Teen Pregnancy prevention. In addition, in response to the DC Board of Education Resolution R06-10, *Enhancing HIV/AIDS Policy for the District of Columbia Public Schools*, a new HIV/AIDS training and certification activity began in November, 2005, based on National Health Education Standards.
- Finally, DCPS is investigating membership in the Health Education Assessment Program (HEAP) of the Council of Chief State School Officers (CCSSO). The goal of HEAP is to help member states develop a variety of materials to assess student performance, specifically in standards-based health education. Their tools were developed with the support from the Centers for Disease Control and Prevention (CDC), Division of Adolescent, and School Health (DASH). This effort will help integrate HIV instruction based on guidance from CDC-DASH (an agency that funds school-based HIV prevention).

The CDC notes that “[e]ducation about AIDS may be most appropriate and effective when carried out within a more comprehensive school health education program that establishes a foundation for understanding the relationships between personal behavior and health.” (www.cdc.gov). CDC has promoted sexuality education and other curricula known as *Programs That Work* (PTW) in a national effort to encourage adoption of rigorous, evidence-based prevention curricula. These programs are tested and validated among school-age populations, typically using random, controlled studies. CDC considers the curriculum supplements that are currently used for the DCPS HIV-AIDS Education Program as “*Programs That Work*”. These materials are:

- *Making A Difference: An Abstinence Based Approach to HIV/STD and Teen Pregnancy Prevention.* SelectMedia
- *Making Proud Choices: A Safer Sex Approach to HIV/STDs and Teen Pregnancy Prevention.* SelectMedia

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